

*Title of Lesson:* Guess Who?

*Curriculum Unit:* Meeting Skills

*Objectives:* To demonstrate how verbal and nonverbal communication can affect the productivity of meetings (and beyond)

*Materials:*

- Role cards (see attached)
- Mock agenda or discussion item

*Directions:*

1. Give each student a role card (verbal or nonverbal) or give them to selected students only.
2. Have a student (or teacher) facilitate a meeting using the mock agenda, or a discussion on a selected topic of interest to students. If you are giving role cards only to selected students, let the rest of the class think it is a real discussion; don't tell them the selected students are playing a role. During the meeting or discussion, students are to respond to the facilitator and other students according to the role on their card.
3. Adjourn the meeting or end the discussion and debrief.

*Sample Processing Questions:*

- What did you notice?
- Where have you seen this type of behavior?
- What character role do you feel most closely resembles your norm?
- Do you like this in others?
- What changes, if any, would you like to make?
- How did the nonverbal players affect the discussion? Why?
- How can we apply what we learned from this experience to the way we communicate in meetings?

*Variation:* Duplicate role cards so there are at least two of each. Give time (30 seconds) at the end of the meeting/discussion for students to find their match or matches.

Created by: Kelsey Bowers, Robyn Johnsen, and Sandy Cloud at the first OASC Student Leadership Course Teacher Institute, July 2012

## Role Cards

### **Silent Communicators** (assign more than one of each if needed)

Engaged—eager, attentive

Disengaged—disagreeable, negative

Checked out

Pen clicker/tapper

### **Verbal Communicators** (assign more than one of each if needed)

“Yes” person—agrees with everything

Eager, attentive

Interrupter—talks over others

Negative—“that won’t work  
because...” or “but...”

Side chatterer—conducts side  
conversations

Honest encourager

Positive problem solver

Questioner—asks clarifying questions